

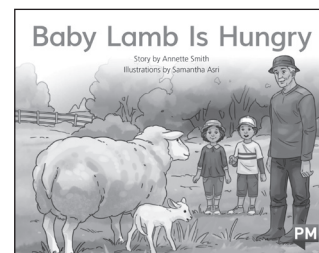
Baby Lamb Is Hungry

PM Level 4

Red

Text Type Narrative

Running Words 79



Preparing for Guided Reading

Prior Knowledge

- Students need to have a basic understanding of a farm, sheep and lambs.
- Early high-frequency vocabulary brings success to the young reader within the first two pages.

Orientation to the Text

- This book features PM characters Josh and Lily and their Grandpa. Josh and Lily are visiting the farm where a baby lamb is feeding from her mother.

Key Language Structures

- This book features simple sentences and dialogue.

Building the Balanced Reader

Concepts About Print

- Use of italics and bolding to indicate the lamb baaing (pages 10 and 12)
- Punctuation symbols – name and meaning – exclamation marks (reinforce); speech marks (reinforce).
- Voice intonation to assist meaning – model this for students using pages 10 and 12.

Vocabulary

Key High-frequency Words

and, are, can, down, for, looking, not, see

Content Words

baa-baa, farm, grass, lamb, mother, sheep

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Discuss the verb ending – *ing*: *look, looking*.
- Notice the capitalisation of *Is* as an entry word for a question on page 10.

Fluency and Phrasing

- Read page 10 and 12 to model how to read the words *baa-baa* with and without bolding.
- Discuss how the author has used italics, bolding and exclamation marks to indicate that the lamb is hungry.
- Model reading a question: “*Is the baby lamb hungry?*” said Josh.

Focusing on the Book – Guided Reading

- Discuss the cover and title. Ask students to predict what the story might be about.
- **pp. 2–5** Discuss where the baby lamb might be. Encourage students to look at the pictures to answer the question.
- Look at the rest of the illustrations and have students retell the story in their own words.
- Encourage students to make predictions using the illustrations.
- Read the story together linking the text and illustrations. Discuss similarities and differences between students’ retelling and predictions and the actual story in the book.

Comprehension

- Where was the baby lamb? (*Literal*)
- Why was the baby lamb happy at the end of the story? (*Inferential*)

Follow-up Activities

- Make a chart of animal baby names, such as *sheep-lamb, horse-foal, cow-calf*.
- In pairs, have students make up questions to ask each other. Encourage students to use intonation to indicate that they are asking questions.

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of question marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can use my voice to display the purpose of a question mark.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up